DOCUMENT RESUME

ED 184 601 JC 800 038

TITLE Improving Student Motivation.
INSTITUTION Texas Univ., Austin.
PUB DATE Jun 78
NOTE 48p.; Prepared for the Media Systems Series in Creative Teaching.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attitude Change; Attitude Measures; Case Studies; Change Strategies; *Classroom Techniques; *Community Colleges; *Counseling Techniques; *High Risk Students; Learning Modules; *Locus of Control; Mastery Learning; Nontraditional Students; Pretests Posttests; Two Year Colleges; Two Year College Students

ABSTRACT

Text and accompanying exercises are provided in this two-part learning module that was designed to assist instructors in providing high-risk, non-traditional students with a sense of self-direction and control over their academic progress. Part I discusses the concepts of internal and external locus of control and describes how they correspond to the student's expectancy of success. This section introduces four counseling techniques for developing a self-directing, internal locus of control in a student, discusses the value of mastery learning and learning-oriented instruction, and assesses the importance of commitment by the student and the teacher/counselor to achieving specified objectives related to increasing internality. Additionally, a seven-step, composite counseling strategy is presented that was designed to identify, reinforce, and maintain desired internal orientation. A case study is provided and discussed to illustrate the operation of this counseling strategy. Part II discusses the application of the concepts of locus of control and success expectancy and of change techniques with regard to the classroom situation, and describes the use of the Nowicki-Strickland Scales in identifying externally-oriented students. Learning activities are suggested throughout the module, and pre- and post-tests, a module evaluation form, a locus of control survey, and a bibliography are included. (JP)

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ED184601

IMPROVING STUDENT MOTIVATION

Prepared for:

The Media Systems Series in Creative Teaching

Program in Community College Education

W. K. Kellogg Project

Austin Conference

June, 1978

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LOCUS OF CONTROL AND SUCCESS EXPECTANCY
(A Self-Study Unit)

I. INTRODUCTION

One of the most cherished American freedoms is that of being able to control one's own destiny. The Horatio Alger story of the poor boy who becomes a huge success through his own hard work is part of the American Dream, and these days an education is the best guarantee of success. Unfortunately, the complexity and "facelessness" of our society exclude many individuals from the pursuit of that dream. Many people who would like to get an education find it impossible to function in the traditional college environment, so they turn to the community college for an education.

The community college has a responsibility to provide educational opportunity for all individuals. The current popularity of the community college at all social levels indicates this institution's obligation to its students and its impact on the attitudes and skills of our country. Community college instructors and counselors are in direct contact with a diverse student body and know better than anyone else the frustrations and obstacles these students experience in their academic and personal lives.

Our experience, practice, and research in community colleges across the country have indicated the power and validity of the concepts presented in this module: if a student can be helped to see that he has control over his life--that is, if he can develop a self-concept characterized by internal locus of control--he can become successful.

In this packet we have provided you with two sets of learning objectives: (1) those related to understanding these concepts and (2) those related to your applying the concepts in your relationship with colleagues and students. You may wish to complete the total packet as one unit or allow time to digest the knowledge objectives before proceeding to the application objectives. In the event you do break down the module, we suggest you review Part 1 prior to beginning Part 2.

II. RATIONALE

Community and junior colleges now enroll a large percentage of "high risk" students whose educational histories are nontraditional. Many of these students have a history of failures and feel they have little or no control and self-direction in their lives. They expect to fail. Helping students to develop internal locus of control is one key to helping them succeed.

Part A--LEARNING THE CONCEPTS

I. PRE-TEST

1. What is "locus of control"?

2. What is its origin?

3. What is meant by external locus of control?

4. What is meant by internal locus of control?

5. Which seems better in U.S. culture--to be internal or external?

   5.1 Why?

6. How can an instructor or counselor help a student change his or her locus of control expectancy?

II. KEY CONCEPTS

level of aspiration
attitude
behavior
behavior sequencing
contingency
honesty (Providing relevant information to the problem solver)
expectancy
externality
internality
locus of control
payoffs
perception
reinforcement history
responsibility
systems approach

III. LEARNING OBJECTIVES--A

Goal: To understand the concepts of locus of control, success expectancy and change techniques. After completing this unit, the learner will be able to

1. Write a definition of locus of control, focusing on the expectancy aspect, and relate the meaning of the concept orally to a colleague.

2. Write a descriptive definition of internality and relate it to an example taken from your own experience.

3. Write a descriptive definition of externality and relate it to an example taken from your own experience.

4. Define the key concepts listed in this unit.

5. Write a paragraph on why you think it would be better to have a more internal locus of control. Use examples from your experiences with students, if possible.

6. Write and describe orally at least three classroom techniques to aid students in developing more internal locus of control orientation.

IV LOCUS OF CONTROL AND SUCCESS EXPECTANCY: AN INTRODUCTION

Counselors, instructors, and school administrators are beginning to realize that apparent lack of "motivation" seen in many students is due to an attitude on the student's part that he is not in control of his life. Such an attitude leads to a despairing, "Why try?" and presents the student as unmotivated. This apparent lack of effort to do well or try seems to be based on the student's feeling that other people or outside influences--teachers, poverty, "the System"--control what happens to him, no matter how hard he tries to accomplish anything.

A trend toward helping persons develop a greater self-directedness is increasingly evident in many of the newer approaches to counseling and behavior modification by such people as Glasser, Godfried and Merbaum, and Mahoney and Thoreson (Note 1). All emphasize responsibility for one's own behavior. Mahoney and Thoreson (Note 1, p. 1) state it quite well, "A free person is one who guides and directs his own actions. He is the master of himself and his environment."

The Concept of Locus of Control

This concern with the individual taking control of his own life has gained much impetus from recent research in personality psychology, which indicates that a person's belief in his own control is of maximum importance to the healthy functioning of his personality. Locus of control is a personality variable developed from Rotter's (1954) Social Learning Theory. The locus of control variable is expressed on a continuum from external (control over pay-offs is seen by the learner to be outside of

his control) to internal (the learner believes that through his behavior he can control pay-offs in his life.) According to Rotter (1966), an internal is a person who perceives that an event or reinforcement depends upon his behavior or his own characteristics; an external is a person who does not perceive the relationship between his own behavior and the results.

An extremely large volume of research has been produced verifying Rotter's theory. Several major reviews [Joe (1971), Lefcourt (1966), and Rotter (1966)] of the concept-related research show that it operates across a wide diversity of people and situations. Studies in general have shown that being "internal" is a more positive personality trait than is being "external." The above reviews and Christner (Note 2), Nowicki and Duke (1973), and Powell and Vega (1972) give us a profile of internals: they have a higher self-concept and are generally better adjusted, more independent, more successful, more realistic in their aspirations, more open to new learning, more creative, more flexible, more self-reliant, show more initiative and effort in controlling the environment, are less anxious, have higher grades, show more interest in intellectual and achievement matters. The external is on the less positive side of these variables.

Rotter (1966) hypothesized that the development of a person's locus of control orientation depends upon his reinforcement history (both the painful and pleasureable results of past behavior)--his distinguishing when there are and are not causal relationships between events and therefore connecting his actions with the reinforcements or behavioral payoffs (both positive and negative) that he receives in life. The person builds up expectations about the relationships between specific behaviors and outcomes and then generalizes these expectations to his entire experience. In other words, repeated specific failures make the person expect to fail at everything.

Exercise 1:

(a) Define locus of control: _____

_____

(b) A person with an internal locus of control believes: _____

_____

(c) A person with an external locus of control believes: _____

_____

(d) Classify the following statements and descriptions as being characteristic of an internal(I) or external (E).

____(1) "I had no choice; my parents made me go to college."

_____(2) A person with an 8th grade education talking about applying for a job as an engineer with an industrial firm.

_____(3) "You are driving me crazy!"

_____(4) "I don't know much about Mexican culture, but I would be interested in reading that book you talked about."

_____(5) "I know I've balanced that equation before, but won't you do it for me?"

_____(6) "Let me practice that tennis serve a couple of more times; I think I've just about got it."

Significance in the Classroom

You will by now hopefully understand the importance of this idea in aiding students. Obviously, if a person does not see the contingencies between his own behavior and reinforcements, he will learn less and exert less control over his environment and therefore his own life. A student who has an external locus of control does not see, or is not willing to see, the relationship between his studying and the grade he receives on the final. He refuses to take responsibility for his grade--the teacher gave him a C.

Internals would see that their studying for the final would directly affect their grade. They have an expectancy of control. Internals do in fact control more of what happens to them in life. They also have an expectancy of success, since they have learned to connect or see the contingencies between their behaviors and the reinforcements they receive. Through this, internals learn more--they optimize those behaviors that obtain positive reinforcements and minimize those behaviors that obtain negative reinforcement. On the other hand, externals' learning is stunted because they do not realize that their behaviors are directly connected to the outcomes they experience from them.

Exercise 2:

Practice recognizing contingencies between behavior and reinforcements received by completing the following statements with a consequence you would expect.

(a) If I drive 80 m.p.h. in a 50 m.p.h. zone, I can expect_____

_____

(b) If I satisfactorily complete all assigned work in a course, I can expect_____

(c) If I break into a store and take a TV set, I can expect_____

_____

(d) If I continually laugh at other people's ideas, I can expect_____

_____

(e) If I always make up "little white lies" to cover my mistakes, I can expect_____

Techniques for Developing Internality

It would seem reasonable then to try to aid people in changing to a more internal orientation,--to help them recognize the contingencies between their own behavior and relevant aspects of their environment,--thus increasing the efficiency and effectiveness of their behaviors.

Several investigators have had success with change techniques focusing specifically on locus of control. Dua's (1970) strategies involve action programs for the subject. Dua feels externality is due to failure in the past and inexperience with efficient methods of producing change. This program creates new, more effective behaviors for dealing with the client's problem situations. Reimanis and Schaefer (Note 3) also emphasize

the importance of getting the subject to see himself as having some power to effect change. Counselors confront external statements made by clients ("they told me") and reinforce internal statements ("I'll seek help") and work to get the client to recognize and focus upon the contingencies of his behavior. Masters (1970) has the counselor focus upon the client's attitudes or perception about his behavior, and alter attitudes and perceptions, not client behavior per se. This changes the attitude that an individual is yielding to powerful others (external) to the attitude that his behavior is instrumental to the dispensation of positive reinforcers (internal). These processes are illustrated in the following three examples.

Example 1, Dua

Student Problem Area: Student counselee tells the counselor-instructor that she is unable to relate in interpersonal situations.

Remedy: Counselor-instructor has the girl list, in order of their priority, three significant persons from among her family, friends, or any other person in her environment with whom she has concern about relating.

Example: The counselor-instructor then has the girl define her interpersonal problems with these significant others in behavioral terms, after which he helps the girl to establish a sequence of specific actions that will expand her behavioral repertoire--actions that will lead the girl to change her "actual behavior" vis-a-vis a significant other.

Example 2, Masters:

Student Problem Area: Student views his parents as almighty controllers.

Remedy: It is pointed out that his "obedient" behavior is an active and successful attempt on his part to control the behavior of his parents, rather than a meek submission to their demands.

Example: Several behaviors are planned by the counselor-instructor and student for the student to test this hypothesis. The student was to mow the lawn without being asked and then report in full the effect on his family. Initial Report--The father found it difficult to respond. Then, he thanked his son and seemed less likely to enter into arguments. The father felt obligated. The son had effectively controlled the father's arguing behavior. He also had prevented his father from commanding him (oppressive stimulus) to mow the lawn.

Example 3, Reimanis and Schaefer:

Student Problem Area: (education and vocational aspirations) The student says that his parents and other significant people are forcing him to come to school and study for a given career area.

Remedy: The instructor or counselor tries to get the student to examine his reasons for entering college, his reasons for selecting the career field, his reasons for choosing among certain options.

Example: Each time the student makes a statement such as: "they want me to be...," the instructor or counselor counters with "What do you want to be?" "What do you want to do?" "What have you done?"

Exercise 3:

Suppose you have a student who claims that he cannot do his homework because his bosses at work give him too much to do. Make a cassette tape of a monologue with this student. Then, replay the tape and identify where and how you attempted to increase the student's internality. Practice as much as you wish. After you have done the monologue, see if you can get a colleague to role play with you.

Now that you have practice some specific, discreet techniques for increasing internality, read Example 4 prepared by Mink. It offers a composite approach based upon an actual learning group experience.

Example 4, Mink:

Student Problem Area: The student reports that he is unable to "get motivated" to do his homework. His records indicate potential but low performance.

Remedy: The instructor-counselor recognizes that each student must feel cared for and be in a program that enables the student to realize success through the student's own efforts. The instructor works to develop a relationship with the student that has in it some trust, openness, instructor acceptance of student as a worthwile person, instructor and student commitment to student self-realization and a mutual interpersonal contract. The instructor ascertains that the conditions exist to enable the student to feel cared about for himself despite himself. The instructor will not demand from the student what the instructor is not willing to facilitate through the design of a mutually acceptable learning plan or strategy. The student and instructor agree to make honest, direct statements to each other about the student's learning efforts and the instructional design. Further, the student and instructor agree to faithfully keep any negotiated commitments or personal contracts.

Example: Student A is meeting in a small group of students who meet two or three times a week with the instructor-counselor to discuss their learning progress and associated problems and feelings. Student A says to group and Dr. M, "I've been waiting to read _____ book for a long time and just haven't gotten around to it yet." Dr. M retorts, "Baloney! If you wanted to read that book, you'd read a chapter and tell us about it the next time we meet." Student B says, "Yeah, who makes the decision to read the book, anyway?" The dialogue continues until Student A agrees to read one chapter and report back to the group at the next meeting. The instructor-counselor agrees to meet with the student after the group session and demonstrate the SQ3R technique for reading a textbook chapter on the particular chapter in question. The group monitors both parties to see that the contract is carried out. If not, a new plan is made at the next session. The process is continued until the student succeeds at completing the agreed upon task. Excuses attributing failure sources external to the person are never accepted by the group. Statements like, "They talked me into going to the movie and I couldn't get the assignment completed" are always challenged by the instructor-counselor and the group. Internal statements like, "I'll seek tutoring," "I'll ask my instructor for help," are consistently rewarded. The instructor-counselor and the group constantly emphasize a concrete, behaviorally oriented plan of action and student control of his own payoffs on contingencies. The student is helped to recognize and focus upon the contingencies (outcomes) of his own behavior by being asked questions like: What did you do? What could you have done differently? What can you do to manipulate the outcome of this here and now problem (present problem)? What can you do to handle a similar problem in the future? Consistent effort is made to help students to achieve the insight which will enable them to reconstruct or gain a new view of the problem. For example, the student can view an assignment as an oppressive demand from an authority or as an opportunity to gain positive payoff in his own life from control authorities. (See the Masters example). A more thorough presentation of the Mink Composite approach is the purpose of Section VI, "A Composite Counseling Strategy."

Exercise 4:

Now, practice another monologue on tape or tape record a role play with a student or colleague in which a student says she is too upset to come to class because her welfare worker is persecuting her. Replay the tape. What did you like about what you just did? What will you change?

_____

_____

_____

V LEARNER-ORIENTED INSTRUCTION

As a teacher or counselor, your job is to help externally oriented students to become more internal. However, as Ehrle points out, typical verbal methods of behavior modification fail more often than not because verbal correction makes assumptions about the individual that are not true of externals. These assumptions, according to Ehrle, are that "...(a) the individual must feel that he is loved for himself and despite himself as a pre-condition to cognitive learning, (b) the individual possesses verbal skill, (c) he has internalized controls over his behavior and (d) he is motivated and will assume personal responsibility for changing his behavior as a result of insights gained." All of these are in direct opposition to the externally oriented individual's personality. Ehrle also makes the point that increasing use of "work" approaches, rather than "words" approaches, to change student behavior has significant implications for teachers and counselors. The use of work is effective because of the high social approval payoffs (and the psychological effects resulting from those payoffs) received when a student demonstrates to himself that he can master his environment. To put it another way, his doing is more effective than your telling.

All of this leads to the conclusion that the learner must be encouraged to act, and the most effective way to encourage him to act is through the systems approach and the Concepts of Mastery of learning-oriented instruction, which emphasize behavior sequencing and active student involvement in learning.

Teaching and Counseling

The student who is unable to adjust needs help from you--the teaching/counseling staff member. He must gain the personal strength to face at least three complex handicaps in the greater society:

1. Early learned and anti-social behaviors which have a handicapping effect.
2. Broad and complex social settings that do not provide adequate or consistent feedback.
3. A social system that lacks a consistent set of mores, and so requires the individual to develop his own functional set of appropriate social responses.

Students entering a counseling-teaching situation have a hazy idea of what is expected of them. Therefore, it is essential that you establish a mutual commitment. Your commitment should be helping the student achieve a set of objectives that he or she must meet in order to become more internal.

First, the student must make a commitment to the program and accept the basic premises of reality oriented teaching. (a) honesty, or the constant sharing of all pertinent, relevant and meaningful facts, and (b) reponsibility, or the willingness to make commitments and live up to them. The terms "honesty" and "responsibility" should be clearly defined; otherwise students tend to find them offensive.

After the student makes a commitment, you must reciprocate by promising to follow mutual rules. To some staff members this simply entails being reminded of commitments they have already made. Others may find it difficult to adhere to the objectives of a given program, particularly when the method of attaining objectives is specified. It is vital, though, that staff accountabilities for student learning outcomes be established, since these accountabilities contribute to a learner-oreinted environment and so are critical to program success.

The third event that should occur during initial contacts is a staff time commitment. Students should be told definitely and clearly when you are available and how you can be reached.

The fourth event is a careful description of the steps a student must take to reach the appropriate objectives. Each component should have specified objectives so that students can keep track of their own progress. Objectives should not be in your mind or hidden is some curriculum document. They should be clearly specified and available to students.

The Mastery Concept

The student must be able to understand when he has completed an objective. Performance standards must be clearly defined, objective, and governed only by actual student behavior. Evaluation must not be arbitrary or influenced by such considerations as student motives, personality or attitude, except, of course, if these are clearly specified as behavioral objectives. Each student is evaluated by himself against the performance criteria; student performances are never compared.

Good behavioral sequencing should enable each student to move from one level to the next until he reaches the established performance standards. The amount of time that each student needs to reach the objectives will vary, but it is criterion performance, not time, that is important.

Summary

Students who don't try because they don't believe they can will benefit from a learner-oriented program. There are three keys to the success of such a program:

1. Intensive staff involvement with students, both personally and in the form of administrative accountability.
2. Systematic design of the learning program into carefully ordered instructional sequences with multiple levels of entry.
3. A detailed analysis of the relationship between the student's level of learning and the program's objectives.

These then give us definite guideposts to aid students in developing more control over their lives. Set up situations where the student can control the outcomes. Aid the student to recognize his responsibility in the learning process. Help him see the alternatives to his present unsuccessful behaviors and what consequences these bring. Reinforce statements indicating responsibility (i.e. I failed the test because I did not study.) If the learning steps are too hard, break them down so the slower student can feel control and success. Or, if the course is unsuitable as a whole, try substituting one which has learning tasks of a different nature. Set up as many self-evaluation situations as possible so again the student may feel more control. Be positive and supportive so even though a student may be discouraged, he will want to try again. Aid the student in changing his attitude toward why he should do well in school from "Because my parents say I should," to "I want to so I can get a good job, or go to a good college or graduate school." You can probably think of many more, so why not jot down three of them right now?

Exercise 5:

List three ways that you as an educator could help your students develop more internality.

_____

_____

_____

VI. A Composite Counseling Strategy for Developing Internal Locus of Control Orientation and Success Expectation

Often the primary function of a counselor becomes one of helping the client shift from an External to an Internal Locus of Control orientation. Conditions must be created within which a client can engage in self-exploration, can realize self-directed success and become aware of the relationship between his behavior and the payoffs he receives.

The external individual constitutes a difficult counseling problem because he tends to minimize the relationship between his own behavior and consequences or payoffs. Rotter (1966) hypothesized that the impact of social reinforcement would depend upon the extent to which individuals could relate their own behavior to the reinforcement. From the point of view of Williams (1970) locus of control as a social learning variable can best be manipulated in a group setting. "External" individuals, believing payoffs are random and arbitrary, require the impact of group involvement confrontation and support to maximize social learning.

Method

Beginning in 1968 on the campus of Penn State University and continuing through to the present, a series of investigations have been conducted aimed at identifying and defining counseling strategies which would assist clients in developing internality. The investigations at Penn State were pilot studies in group process continued over a three-year period. Similar studies were conducted at Southeastern Community College, Whiteville, N. C., over the three-year period from January 1972 through May 1975. These studies have not been traditional experiments, but have utilized clinical observations and quasi-experimental designs--using experimental groups as their own control. Subjects have been both voluntary (Penn State) and part of a systematic program for high risk students (Southeastern).

However, the counseling methods -- individual and group -- have a definite pattern of process.

Most counseling methods may be effective in directing a client towards internality. However, a harmonious composite of several techniques established by research have proven to be most useful. For training the group leaders in each study an expanded reality therapy model was used.

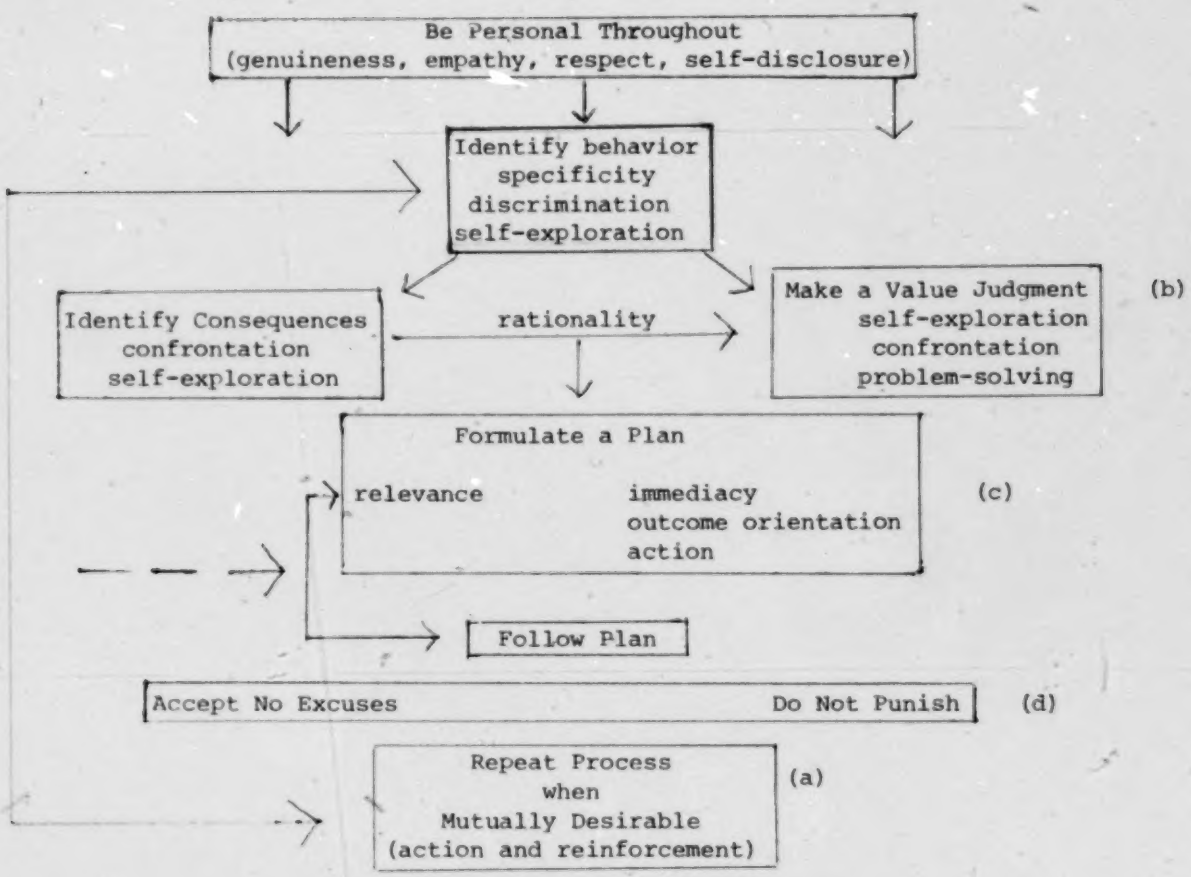
Reality therapy itself is an interesting composite of several counseling techniques, including Behavior Modification, Rogerian Counseling, Transactional Analysis, Rational-Emotive Theory and Existential Counseling. Glasser'a model depicts a six-phase process beginning with personal involvement between helpers and helpees (Phase I); moving on to focus upon behavior (Phase II); then on the payoff (Phase III); to calling for a value judgement--"Is that what you want?"-- (Phase IV); to asking for a plan (Phase V); and finally to providing for follow-up and replanning if necessary (Phase VI). This process can be effectively supplemented, particularly in a group setting by

(a) Rogerian and Carkhuff Relationship variables: genuineness, sincerity, empathy, discrimination, respect, specificity, confrontation and self-disclosure; and

(b) Traditional Training (T) Group methodology.

See Figure 1 for a graphic presentation for these processes, as taught to the group leaders and generally followed. The process was a good illustration of the positive effects that are achievable with a composite counseling strategy, aimed at creating an internal locus of control. This process can best be comprehended by an actual example from the Penn State study (Williams, 1970).

Figure 1



a) All parties concerned mutually determine the helping relationship. The facilitative process continues or terminates at the option of all concerned persons.

b) A necessary part of information gathering.

c) Essential in this step is the process and event of obtaining a contract or commitment.

d) It is true that sometimes an aversive consequence that is applied by a counselor will work. However, in the example when the counselor said "Baloney!" (p. 12), the confrontation was not to be punitive but to initiate a search for a more suitable coping process or personal control over consequences. Punishment per se is vastly overworked and misused in the lives of failing people and in general is useless for the longer-term internalization of self-discipline which is sought in developing internal locus of control orientations. Soloman, in an experiment in avoidance learning with dogs, used light as a signal that preceded a shock on an electric grid on which the dogs were standing. To the casual observor, the dogs (after training) had a phobia about lights. Similar circumstances surround failing persons in school. If school personnel ridicule students for absurd behavior, neither the school personnel or the student will understand the old payoffs. A client cannot associate behavior and good payoffs if the old learning and payoffs remain obscure.

* See Figure 2 (below) for a closely related process model.

FIGURE 2: Steps in the Behavior Change Process

Step One — Identify the behavior that you wish to eliminate and identify the new behavior that you wish to strengthen; hold a conference with the student.

Step Two — Obtain suggestions from the student about ways to change her behavior; explain your own objections to her behavior; offer your own suggestions; consult the guidance services.

Step Three — Identify the possible reinforcers for the undesirable behavior and determine who or what is providing the reinforcement for the undesirable behavior.

Step Four — Decide upon a reinforcer that you think will strengthen the new behavior, and withhold the reinforcer for the undesirable behavior (extinction) or suppress the old behavior. (The difficult challenge is to identify reinforcers that you can control.)

Step Five — Shape the new behavior.

Step Six — Maintain the new behavior by using positive reinforcement, moving from a continuous reinforcement schedule to an intermittant reinforcement schedule.

Step Seven — Reshape the new behavior (if the old behavior recurs) and/or re-examine your past actions in the behavior change process.

VII. A CASE STUDY: THE PROCESS MODEL AT WORK

The subjects were college students, professors and administrators from a large state university campus, who attended one of a series of three-day group weekends. The weekends were designed primarily to enhance individual problem solving and to encourage personal growth. As a secondary factor, they were developed to establish communication and problem solving between students, administrators and faculty members. In all there were 127 participants divided into nine Training Groups (T-groups). The findings were based on the 90 participants who completed both pre- and post-test measures. The counselors synthesized and applied Rogerian relationship variables, reinforcment counseling, traditional T-group work and Reality Therapy.

The following experience of one of Williams' participants illustrates a successful process model which will facilitate E-I shifts. Her case was chosen to illustrate the essential components of a meaningful composite counseling strategy used in a group setting. As indicated by research findings, this process will help clients to acquire a greater sense of internal control and success expectancy.

A young woman, a junior in college, presented herself to the group as tired, bored with life, and unable to control events in her life. She had just been informed she would be appointed as a dorm counselor for freshman girls for the following academic year, and she was experiencing anxiety about taking on the position. Disclosing that she had very little confidence about being able to succeed at the dorm job, she indicated she wasn't even sure "they" would let her stay in school another year. She also indicated to the group that her academic record had been borderline, and that she had great difficulty organizing her time and her life in gen-

eral. She further reported that her boyfriend was always pushing her for sex. Although she wanted to maintain his friendship, she didn't like feeling she could not turn him down. She hated feeling he was in control, and was using her for his own selfish purposes.

After the group had been operating for approximately six hours, the members had developed a mutual trust and interpersonal attraction and were comfortable giving each other feedback. The young woman introduced the first experience of individual problem-solving by making the comment that for a couple of years she had been wanting to read The Harrad Experiment. She did this on the first day of group sessions, as the group was preparing to break for the night.

The group leader had been gradually building rapport with the young woman. When she made the statement about her two-year desire to read the book without being able to get around to it, he said, "Baloney! If you really want to read that book, you will make a decision now to read it and develop a plan to do so." As it sometimes happens in groups, if the intervention is timely and the client indicates readiness for change and some trust and mutual confidence is operational, several of the group members will be supportive and encourage making a plan. One member asked, "If you want to read the book, why don't you start it?" Another said, "Yeah, it's really your decision, what do you want to do for yourself?" "Why don't you read one chapter and come back and tell us about it in the morning?," suggested another. The leader was delighted with the group's challenge and general support of the suggested plan. The girl responded with, "All right, I'll accept your challenge. I'll read a chapter tonight, and I'll let you know how it goes." Her decision, albeit suggested by the group, was the beginning of a very exciting series of events for her. She was a student at a relatively respectable state institution,

had been around many dorm counselors, roommates and parents, and was into the experiences most college students go through. Her way of operating had been more or less fatalistic. She had exercised very little conscious self-direction in terms of setting goals for herself or pursuing those goals. She had not realized the rewards of personal decision making and self-directed effort. Furthermore, she had failed to perceive a relationship between her behavior and the accompanying results--both positive and negative.

The next morning when the group reconvened, she volunteered enthusiastically that she had picked up The Harrad Experiment and read not only one but four or five chapters and found the content to be "fascinating." What was more exciting for her was that she had a sense of having made a decision and having succeeded in carrying it out. She began to realize that she indeed was in control of her behavior and resultant consequences. She was discovering a truth she had hidden from herself for many years. She could control her behavior to achieve desired payoffs. The group was very supportive and warmly rewarded her for keeping her contract by carrying out her plan.

With her participation, the group continued for several hours, being supportive, raising questions, and being helpful from time to time with other group members. About 7:00 p.m. on Saturday evening the second day, she began to talk about herself and her boyfriend. She was in love. He was a veteran, seven years older than she. He was a fairly sharp individual who had participated in several of these group weekends. He supported her attempts at personal growth. She decide to share with the group her concerns about her relationship with her boyfriend--the fact that she loved

him, but at the same time she seemd unable to control things that happened between them, particularly in the area of sex. Her sexual involvement with him left her with a sense of being used, rather than being an active or fully participating partner. The group asked her what she felt were the results of her sleeping with him at his request when she really did not want to. She indicated that after each sexual experience she felt a loss of self-respect and of respect for her boyfriend. She was asked if she wanted to make a plan, and she answered "Yes." The group discussed with her some things she might attempt to do. She decided her plan would be to confront her boyfriend with her real feelings about his dominating manner and her inability to negotiate her own role in the relationship. After considerable discussion of the matter, with the support and suggestions from all group members, she determined to confront her boyfriend that night with her feelings and negotiate a new relationship with him. The group leader was a little concerned with the complexity of the task she wanted to tackle and wondered if her plan was not outstepping her interpersonal skills. However, he did not voice his concern.

The next morning the group leader was pleasantly surprised by a very happy young woman who had not only confronted her boyfriend but who had started negotiating a more egalitarian relationship with him in the context of mutual problem solving.

Verification of the effectiveness of the confrontation came later in the morning for the group leader. Her boyfriend, who was participating in the weekend experience in another group, sought out the group leader and confronted him with, "Say, what are you doing with my girl?" The group leader had had the boyfriend in an earlier group session, and the two of them were pretty good friends. The group leader was able to challenge the boyfriend about the whole issue of what kind of a relation-

ship he wanted to have with women. Did he want a partnership or did he want a relationship in which he could play a dominant role and his girl would play a submissive, often unhappy, role? The boyfriend never answered directly. He admitted he could recognize what the problems had been and returned to his own group.

Saturday evening passed and the next time the woman participated in the group was Sunday afternoon, shortly before the group was to end. She was talking openly about what she was going to do to become an active dorm counselor and floor manager, about how overwhelmed she had felt about the task, but now how much confidence she had that she could do the job well. The group ended with the usual kinds of tearful good-byes and promises that everybody would be getting together again, and everyone went their separate ways.

The group leader, however, took time to do a detailed follow-up over a period of two years. He had several contacts with the young woman and her beau. What had happened in the life of the young woman? She came back to school the next fall and took over her job as a dorm counselor. She was an active counselor and floor manager. She took charge of her studies, made the best grade point average since she had been in college, and was actively involved with the same boyfriend. After the two year follow-up, the group leader lost contact with her, but about a year later received a wedding invitation from the two of them. At last contact, the

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[1] Clinical observation of mutual problem solving suggests the best approach to problem solving is involving the other party in the problem solving and contract negotiation process. The group leader could have done excellent work with the couple as a pair or a "unit" of treatment had he had them in a group together. The need to involve the boyfriend in the process with the "third party" or the group and group leader was apparent. The group leader spent several hours with this pair as a treatment unit or "system" and was able to aid them in negotiating a workable interpersonal or social contract. Whenever possible, all persons involved in a series of meaningful social transactions around a shared problem area need to be involved in the problem solving session.

group leader was aware of two reasonably happily married persons.

This case is a dramatic one, from the perspective of the group leader, the change being rather significant. The key to the change is that the woman agreed to the decision, in which she participated, to read one chapter of a book. This decision had a domino effect on her life in terms of helping her to discover that she could make her own decisions, plans, and subsequent actions, and therby control resultant payoffs.

The young woman applied her change behavior to other situations and so increased her control over her life. This does not imply a cause-effect relationship, but the clinical observations are most intriguing. Through a behavior-contract she read a chapter, which led to three more chapters, which in turn led to more positive and functional (for her) relationships with her boyfriend, her schoolwork and her job. Through confrontation, information sharing, problem solving and verbal reinforcements or conditioning, the group stimulate behavior on her part which in turn resulted in a series of meaningful payoffs for her. Empirical analysis of the data on all 90 participants was also significant.

RESULTS

The Williams (1970) study reported significant shifts in the direction of internality on the part of the participants, as measured by the Rotter E-I scale. Females seemed to make the slightest amount of change. However, previous research suggests that internality in females correlates with social desirability. Thus, social desirability could be a factor contaminating these results. The populations represented by Williams' sample included many students who were in a large state university and from a somewhat traditional culture in which women are expected to play a subordinate role to men. Quite possibly the group experience sharpened these traditional role concepts.

Seeing such powerful empirical results reflecting the progress students made during this single three-day weekend was exciting. Clinical observations of the group were even more exciting than the research data. Not all group leaders were trained or skilled in reinforcement counseling or Reality Therapy. However, a competent Reality Therapist trained many of the group leaders, and had trained them in basic Reality Therapy approach, with emphasis on making simple plans where the probabilities of success were high. For example, in the case of the young woman, getting her to agree to read one chapter was obviously a good behavioral contract.

DISCUSSION

What was really happening with a majority of these participants? After approximately twenty or twenty-two hours of intensive group work with skilled group leaders who emphasized involvement (interpersonal attraction), focused on behavior and its contingencies (payoffs), facilitated client value judgements and decision making, jointly developed plans which would

effect changes desired by the client, and established behavioral contracts, clients were experiencing an increased sense of being able to control the payoffs in their lives. Most participants were willing to attribute to themselves more control over positive and negative reinforcers (payoffs) in their day to day lives. Rotter's concept (1966) of control expectancy appears responsive to client success in making behavior changes and achieving personal growth.

SUMMARY

From the point of view of Williams (1970), "locus of control" as a social learning variable can best be manipulated in the group setting. Individuals who believe that contingencies are controlled by change, powerful others, fate, or the unpredictable probably require the impact of group involvement to maximize social learning.

Had the young woman who was challenged to read a chapter of The Harrad Experiment remained externally oriented she probably would have floundered academically through her senior year. She may have become a mediocre dorm counselor. She might have married her boyfriend, but inevitable stressful situations likely would have perpetuated her feelings of helplessness and increased her feelings of despair and failure. Fortunately, she became more "o.k." with herself as she assumed greater responsibility for self-determination and self-realization.

Exercise 6

What are some sequential behavioral objectives that the girl could have used to negotiate her relationship with her boyfriend if her first attempt, which her counselor though too ambitious, had failed? List them.

_____

_____

_____

Optional Group Activity - Form a group of 5 to 10 persons

Think of a situation (possibly fiction) over which many people seem to have little or no control (a mother-in-law relationship, a belligerant student, an uncooperative colleague or spouse, a delinquent child, etc.) One of your group will play the role of a person with that problem, and the others will challenge him or her until he or she develops a behavioral change contract.

VIII. LEARNING ACTIVITIES--A

For those objectives relating to developing a knowledge of the concepts in this unit, the following activities are suggested:

1. Read and complete the exercises in this part of the module.

2. Read and then recall orally on a tape recorder the essence of (1) Learner Oriented Instruction (Section V) and (2) A Composite Counseling Strategy (Section VI). Focus on the implications each section has for your teaching and/or counseling practices. Listen to your recording and then add other implications your own voice and thoughts provoked.

3. Play the tape to an interested colleague, with the intention of simplifying and expanding your thoughts. Later, record additional insights on this tape which the discussion caused for you.

4. Become aware of the most successful student's personal statements. How are they different from the least successful?

5. Become aware of personal complaints you are privileged to hear. How many of these complaints are control related? You might make a tally of the types of problems or difficulties students and associates express. Are these any apparent patterns?

6. Construct for yourself any additional learning activities which you wish to pursue to increase your awareness and knowledge of the material in this packet of interest to you.

7. Take Post Test (Section VIII).

IX. POST TEST

1. Define "Locus of Control."

2. Describe internality.

3. Describe externality.

4. Describe at least three classroom techniques and/or communication techniques which will facilitate the development by students of internal locus of control orientations.

(See page 41 for answers.)

Part B--APPLYING THE CONCEPTS

I. PRETEST B

1. How can one measure locus of control expectancy and interpret the results?

II. KEY CONCEPTS

attitudes
behaviors
contingency
expectancy
externality
internality
locus of control
perceptions
reinforcement history
responsibility

III. LEARNING OBJECTIVES

Goal: To apply the concepts of locus of control, success expectancy and change techniques to your interactions with associates and students. After completing this unit, the learner will be able to

1. Write how to interpret the relative position of any one of your students on the internal-external locus of control continuum based on their scores and their group norms on the adult form of the Nowicki-Strickland and Internal-External Scale.

2. Identify examples of behavior which facilitates and detracts from supporting the development of an internal sense of control in the student.

3. Respond, from the frame of reference of one of the four change strategies, to at least one associate and one student when he or she is expressing helplessness.

4. Prepare and deliver a 15-minute lecturette on locus of control to an interested group of colleagues or students using examples and synonyms.

5. Identify an associate (from counseling if you're a teacher, or from teaching if you're a counselor) who values increasing internality in students and together identify what each of you can do in your roles to develop internality and success expectancies in students.

6. Integrate the concept of locus of control into a classroom or counseling session by illustrating another event or behavior in terms of the locus of control continuum.

7. Identify items on the Nowicki-Strickland Opinion Survey which you scored in an external manner and construct a personal plan of action to increase your internality on those items you would like to be more in control of.

8. With a group or class of students, administer and score the Nowicki- Strickland Opinion Survey and construct a plan to increase the internality of the most external students.

9. Evaluate change in these students by re-administering the survey after completing your intervention.

IV. Measurement and Locus of Control -- The Nowicki-Strickland Scale

One way to aid in locating external students is the administration of the adult form of the Nowicki-Strickland Internal-External Scale (ANS-IE, Nowicki and Duke, 1973). A scale is included in Section V of this module. This scale is derive from Rotter's theory and has shown very acceptable psychometric characteristics. The ANS-IE consists of 40 items (at a fifth grade reading level) answered either yes or no. The score equals the number of external items endorsed.

How to Administer and Score the ANS-IE

The ANS-IE takes about 15-20 minutes for the student to take. The students are told that it is an opinion survey (which it is). The directions are self-explanatory. The student circles each answer yes or no, according to his own beliefs. The test is as it appears in this section, except that on the left hand side is included a scoring key for your use. The person's score equals the number of items he endorsed the same as the key (the external items). These are then tallied giving the person's ANS-IE score.

It should be noted that this test is group-referenced. That is, its purpose is to be as an aid to the instructor for discovering trends within a particular group. The test will also point out certain individuals who are particularly more external or internal than the rest of the group. The scores will act as a guideline for directing activities for the group

geared toward changing locus of control. There is no set group of scores which indicate definite internality or definite externality.

For assessment purposes, the students' scores are grouped from low to high. Usually the median (or middle-most score) defines the hypothetical cut-off between internals and externals. The higher the score, the more external the person. Also, it might be helpful to you to average the scores to see what the average score or norm is. Although the purpose of this exercise is not comparison, for assessment purposes this can be helpful. If the median score is 12 and one student scores 26 and another scores 4, the "26" student could be classified as highly external, while the "4" student scored internally. Your attention should then focus on the more external student and on changing his behavior using the technique suggested earlier in this paper.

Exercise 7:

Assume you have administered the Nowicki-Strickland Scale the first week of class and discover 10 of your 32 students scored extremely high. From this information you decided to: (List at least 3 things you will do.)

_____

_____

_____

SUMMARY

Hopefully now you can see why locus of control commands so much attention from pyschologists and educators. In a real sense, locus of control promises more potential for targeting remedial action with students than any other single learning variable of which we are aware. Locus of control is clearly one dimension of the philosophical struggle between fatalism and free will. Students who feel powerless to change the direction

of their lives are unlikely to try. They don't try because they do not believe they can. They expect to fail. Yet, they want to succeed. In a real sense, the motivation to achieve is present. Instructors concerned with learning of "high risk" students can facilitate success orientations by applying the specific communications strategies suggested, as well as by designing instruction in such a way as to permit each student to achieve success at one step beyond his present level of cognitive and skill development.

OPINION SURVEY

INSTRUCTIONS:

Below are a number of questions about various topics. They have been collected from different groups of people and represent a variety of opinions. There are no right or wrong answers to this questionnaire, we are only interested in your opinions on these questions. Please circle "yes" or "no" for each question below.

1.	Do you believe that most problems will solve themselves if you just don't fool with them?	YES	NO
2.	Do you believe that you can stop yourself from catching a cold?	YES	NO
3.	Are some people just born lucky?	YES	NO
4.	Most of the time do you feel that getting good grades meant a great deal to you?	YES	NO
5.	Are you often blamed for things that just aren't your fault?	YES	NO
6.	Do you believe that if somebody studies hard enough he or she can pass any subject?	YES	NO
7.	Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	YES	NO
8.	Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?	YES	NO
9.	Do you feel that most of the time parents listen to what their children have to say?	YES	NO
10.	Do you believe that wishing can make good things happen?	YES	NO
11.	When you get punished does it usually seem it's for no good at all?	YES	NO
12.	Most of the time do you find it hard to change a friend's (mind) opinion?	YES	NO
13.	Do you think that cheering more than luck helps a team to win?	YES	NO
14.	Did you feel that it was nearly impossible to change your parent's mind about anything?	YES	NO
15.	Do you believe that parents should allow children to make most of their own decisions?	YES	NO

16. Do you feel that when you do something wrong there's very little you can do to make it right? YES NO

17. Do you believe that most people are just born good at sports? YES NO

18. Are most of the other people your age stronger than you are? YES NO

19. Do you feel that one of the best ways to handle most problems is just not to think about them? YES NO

20. Do you feel that you have a lot of choice in deciding who your friends are? YES NO

21. If you find a four leaf clover, do you believe that it might bring you good luck? YES NO

22. Did you often feel that whether or not you did your homework had much to do with what kind of grades you got? YES NO

23. Do you feel that when a person your age is angry at you, there's little you can do to stop him or her? YES NO

24. Have you ever had a good luck charm? YES NO

25. Do you believe that whether or not people like you depends on how you act? YES NO

26. Did your parents usually help you if you asked them to? YES NO

27. Have you felt that when people were angry with you it was usually for no reason at all? YES NO

28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today? YES NO

29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them? YES NO

30. Do you think that people can get their own way if they just keep trying? YES NO

31. Most of the time do you find it useless to try to get your own way at home? YES NO

32. Do you feel that when good things happen they happen because of hard work? YES NO

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters? YES NO

34. Do you feel that it's easy to get friends to do what you want them to do? YES NO

35.	Do you usually feel that you have little to say about what you get to eat at home?	YES	NO
36.	Do you feel that when someone doesn't like you there's little you can do about it?	YES	NO
37.	Did you usually feel that it was almost useless to try in school because most other children were just plain smarter than you are?	YES	NO
38.	Are you the kind of person who believes that planning ahead makes things turn out better?	YES	NO
39.	Most of the time, do you feel that you have little to say about what your family decides to do?	YES	NO
40.	Do you think it's better to be smart than to be lucky?	YES	NO

VII. LEARNING ACTIVITIES

1. Review your responses to the Nowicki-Strickland Opinion Survey (Section V). Is there a pattern in those items which you scored internally and those you scored externally? Can you see a relationship in these responses to your own reinforcement history? Become aware of how these patterns might affect your present interactions with associates and students.

2. Review the readings and your reaction tape from Part A.

3. Review your answers to number six on the pre and post test in part A. In some manner (underline, check, etc.) identify both facilitative and detracting behaviors in relation to the development of internality. Hopefully your post test answers will be characterized by more facilitative behaviors and less deteriorative behaviors. Practice your skill by making at least two responses from each of the four techniques presented to one of the student responses. In this manner, you can increase the number of positive responses within your repertoire.

4. Practice applying constructive responses to associates and students to increase internality and success expectancies, using any one or all of the techniques presented. Note how some techniques are more conducive to an involved committed relationship and others can be used successfully with less time or emotional commitment. Initial responses may seem awkward and "techniquey;" however, with practice, skill will replace awkwardness.

5. Review the key concepts associate with locus of control and construct a short lecture (15 minutes) which highlights these ideas for presentation to a group of interested colleaques or students. Maximize use of synonyms and examples to simplify and humanize the technical terminology.

6. To increase interdepartmental teaming and to gain perspective on the concepts in this packet, choose a colleague interested in increasing internality in students from either teaching or counseling to discuss how each of you can provoke internality in students. You might try role-playing ideas you're considering for group or class sessions. Developing this kind of relationship on an on-going basis can be productive fun. Extending the relationship into joint activities can expand each of your perspectives.

7. Practice integrating the locus of control concept into class or counseling sessions by relating the idea to other concepts being taught to situations or events, and/or to behavior patterns being understood.

8. Review your own Nowicki-Strickland Opinion Survey and identify those external items you would like to change. From your awareness gained in 1 of Learning Activity B you may now want to expand this awareness into an action plan for yourself in developing more internality. The Composite Counseling Strategy outlines a behavior change process to assist in this plan. Working with someone else whom you trust and have confidence in can further facilitate this process.

9. In working with your students to develop internality and success expectancy, the Nowicki-Strickland Opinion Survey can assist your identifying those students possessing the greatest externality. Building upon your experiences, skills, and knowledge, construct a plan to increase their internality. You may profit from sharing these plans with a counterpart. Evaluation of your plan can be accomplished by re-administering the survey and/or self-made assessments.

10. Write your own learning activity or activities which personalize and expand your skill in applying methods or techniques to develop and reward internality in others.

VIII. POST TEST

1. Explain how you can measure "Locus of Control" and norm the results for use in working with your students.

2. Jay Jones is in your reading class. He does little or no work because he claims he has no motivation, and he is here because this is where they put him. He has tested out at normal IQ, so you know he can do the work. Write some dialogue (1 to 2 pages) you would use in trying to work with him to create some self-directions and a more internal locus of control.

(See page 49 for answers)

Answer Key

There are no "right" answers to the pre-test. The purpose is to explore the reader's existing knowledge and conception of the terms. The test is taken, then held back while studying the unit. After the unit has been mastered the post-test is taken. The correct answers are written in that section below. If the post-test answers do not closely resemble the ones given, those particular points should be reviewed. Pre-test answers can now be compared with post-test, and the comparison between the two (along with the guidelines given) can be used as a criteria for usefulness of this unit.

Post-Test Answers

A. 1. Define Locus of Control
Locus of Control represents an individual's feelings of personal control over the events in his life, specifically, his ability to derive positive reinforcement from his environment.

2. Describe Internality.
Internality is characterized by the belief that a person's actions, abilities, characteristics or such are effective in controlling reinforcements received from the environment.

3. Describe Externality.
Externality is the belief that factors such as fate, chance, luck or powerful others are more important than personal efforts in controlling one's environment.

4. Describe at least three classroom techniques and/or communication techniques, etc.
   1) Confronting external statements and rewarding internal ones. Get student to examine his or her reasons for statements and actions.

   2) Have students define problems in concrete way (writing or listing). Work out in behavioral terms a sequence of specific actions which will alter student behavior so as to produce desired reaction.

   3) Challenge student to focus on perceptions and attitudes about particular behavior, and change student's attitudes.

B. 1. The ANS-IE test can be given as a valid measurement in terms of a particular group. The results should be used as an aid to identifying the mostly external students.

2. This is a "practice" exercise. There are no specific answers.

REVISION/EVALUATION

We would appreciate your thoughtful evaluation of this unit.

A. I found this unit to be:

Practical____:____:____:____:____: Impractical

Provocative____:____:____:____:____: Dull

Useful ____:____:____:____:____: Useless

Clear ____:____:____:____:____: Cloudy

Tough ____:____:____:____:____: Easy

B. How helpful was/were:

	Extremely Helpful				Not Helpful At All
1. The unit overall	1	2	3	4	5
2. The objectives	1	2	3	4	5
3. The learning activities	1	2	3	4	5
4. The readings	1	2	3	4	5

C. What I liked most was:

D. What I liked least was:

E. I would improve the unit by:

F. I developed these additional learning activities:

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